

THE LOYOLA happening

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Loyola of
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Free Health Education Program to Start at Loyola This Month

Veneral diseases, abortion, contraception, nutrition, diabetes and epilepsy are among the wide ranging subjects that will be approached in an innovative free health education program starting at Loyola this month.

Thought to be the first of its kind in the country the program will bring specialists to the college for weekly open discussions aimed at developing a broad basic health knowledge among the student body.

The initial series of talks will start Tuesday, January 18th and run through the end of March. They will be held in the Vanier Auditorium, begin at 7:30 p.m., and last approximately two hours.

Organized by a committee of students, the series has been co-ordinated by Mrs. Gladys Lennox (a health education expert brought in specially for the project) and based on subject areas largely suggested by Loyola's Student Health Services.

The program was initially the idea of Health Services director Margaret Fraser, who says she has seen a growing need for an open health education course in the six years she has been at the college.

She sees the program as preventive medicine. "The kind of knowledge that can be gained from such discussions could save students from many of their illnesses and health problems. Much of the information that will be forthcoming in them is the kind that students need but don't ask for directly," she says.

Miss Fraser points to the world-wide increase in venereal diseases as a prime example of an area where a basic knowledge and understanding needs to be taught to young people.

"We expect students to know the answers to questions about such problems, but they don't, and neither do their parents," she says, "yet there is a fast growing need for them to do so."

"Here at Loyola, like everywhere else, we have been hit with the problem. Until last year I had not seen a case of syphilis or gonorrhea confirmed here. In 1969/70 we had 16 cases of gonorrhea and three of syphilis. This year the onslaught started the day classes resumed."

In line with this the first three sessions of the program are devoted to various facets of venereal diseases. On January 18, Dr. David Rhea, a gynecologist at the

Montreal General and Catherine Booth Hospitals, will deal with the gynecological aspects.

He will be followed on January 25th by urologist Dr. David Ackman and on February first by dermatologist Dr. Roy Forsey. Both men are specialists at the Montreal General Hospital.

Their sessions, and those that follow, will deal with the "nitty gritty", of the subjects, says Mrs. Lennox: "The history, the basic facts, where to go for help—then later, when students have a ground knowledge, we can go into more detail."

Other subject areas being considered (cancer, alcoholism, and menopause are among them) by the program committee are aimed at promoting an understanding of other people's health problems as well as those of students themselves.

Mrs. Lennox, enthusiastic about the scope of areas suggested for future discussions, feels that they will be of long lasting benefit to the students who take part in the program.

"It will give them the tools to talk to their children, helping to rectify the mistake they accuse their parents of making", she says.

Loyola Student Rhodes Scholar

Leon Benbaruk, a fourth year honours history student at Loyola, will be off to Oxford in the fall as one of the two 1972 Quebec Rhodes Scholars.

Benbaruk, 22, a native of Morocco who immigrated to Canada with his family in 1964, is the third Loyola student to become a Rhodes Scholar in the past five years.

"I was very pessimistic about getting it when I first applied, but after the interview I felt quite optimistic," he said after hearing he had been chosen. "I felt that being an immigrant and bilingual I represented the Canadian mosaic," he added.

For Benbaruk becoming a Rhodes Scholar means being able to further his education in a field in which he is deeply interested — Middle-East Politics. "I had already applied to London Univer-

sity to study this area. Oxford seemed too much to hope for.

The \$4,200 grant he will receive annually for up to three years will also mean a change that was beyond his dreams. Leon has supported himself through college by working weekends and holidays as a Steinberg cashier and a general help at a golf course. Last summer he also taught French to adults at McGill.

Leon came to Loyola after spending a year studying aeronautical engineering at the Institut Aerotechnique du Québec and a further year repeating grade 12 at Montreal High School. "I wanted to get back into the humanities," he said. Since being here his grades have crept up from 72% to 81%.

While studying at Loyola his outside activities have included working with im-



Leon Benbaruk

migrants and University of Montreal students in "group dynamics" sessions on the Middle East. "They involved Palestinians, Arans and Jews; we presented our different arguemnts and there was a lot of understanding reached," he said.

Associate philosophy professor John McGraw wrote the following article after Robert Theobald's visit to Loyola in December.

According to internationally recognized futurist and socio-economist Robert Theobald, the United States is the most powerful nation in history but the price of its awesome power is an alarming sense of powerlessness for the individual citizen. Unless the United States initiates a profound and comprehensive alteration in its economic, social and educational thinking it will, he believes, collapse due to a backlash of paranoid, reactionary modes of thought. This will mark a regression into a nineteenth century ethical, economic and nationalistic posture which the United States itself has largely shattered through its scientific and technological achievements. If, however, it humanizes its socio-economic goals through the ethical canons of a futurized trust, responsibility, humility, and love, it can become the first truly human society.

The priorities of the United States in practice are first, technological wizardry; second, national economic sufficiency; and only third, human development. All of these are interwoven by a colossal bureaucratic authoritarianism. This inversion of the genuine order of values stems in large part from the Protestant work ethic which, however necessary to the goals of the industrial era, is utterly incompatible with the needed ethic of the post-industrial era, which Theobald variously terms the communications, cybernetic, or information era. The United States is not alone in this distortion of values although it is the leader in the magnitude and frequency of the same. The guilt is shared by all rich countries, particularly those of the Western World, in which poverty can only be explained "by a failure of conscience, by an unfounded and heartless belief that the poor have only themselves to blame for their situation."

The growth process in the presently rich nations during the nineteenth century and the first half of the twentieth demanded the services of all members of a given society. In this situation there was a place for the educated and uneducated, for the skilled and unskilled worker. While the rewards for the educated and the successful entrepreneur were far greater than they were for the labourer, it was equally true that the labour of all members of the society was essential. Today both structured manual labour and structured mental labour are being taken over by machines. Automation and cybernation are making the full employment ideal of the industrial age obsolete.

The validity of this assessment of history, he believes, can be seen by examining the situation in the early years of the nineteenth century before the Protestant work ethic was inculcated into the con-

sciousness of the workingman. Before this inculcation it was almost impossible to keep people steadily on the job. They would take off just as soon as they had earned what they considered enough money. Of course, all this had to change if the industrial revolution was to be a success. The desired result was attained by managing to make people believe their job was essential to their dignity. In the post-industrial age of the United States with its inestimable affluence, every American could and should have a guaranteed income sufficient for him to live in dignity. This new right—"Basic Economic Security"—would enable the person to do whatever he thinks important to himself. This right would not be lost whether he worked or not. In the future Theobald believes we will increasingly have the means to unite work, leisure and education, all characterized by a deeper concern for others and oneself.

Poverty: no place in the cybernetic era

Theobald contends that it is unjust and dangerous to socialize individuals into believing that they can achieve satisfaction in a job and then deny them the possibility of finding the same (e.g. college graduates). Full employment, the ideal of an antiquated ethic and economics, is based on a futile hope which the very socio-economic system sabotages, however well intentioned it might be. The socialization system should not concentrate on the goal of jobs for all since an increasingly large proportion of the population will be excluded from the need or even the possibility of finding and holding a job. This is true for both rich and poor nations. For the rich nations, however, the problem is more of finding or creating meaningful jobs; for the poor, the problem is generally one of basic employability.

In his view, the economic theories and practices of the United States are still saturated by a fallacious view of man which holds that if a person is not forced to toil he necessarily will become idle. For Theobald the truth of the matter is the contrary. Man is not lazy by nature. A person who does not relish meaningless work should not be thought to be lazy. He is simply responding to an unhealthy situation in a decidedly sane manner. Rather than being indolent, man is acutely aware of the suffering inherent in inactivity or dehumanizing activity. It is not usually the poor who are lazy but the affluent.

Theobald subscribes to the humanistic psychologists' views of man. The poor first require their most basic economic needs satisfied: food, clothing, and shelter. Once these have been guaranteed they will have the opportunity to become more self-actualizing. It is rather those who

have had their basic economic needs continually met and who do not work towards higher goals who become sick. This sickness is sometimes called "existential neurosis, the disease of those whose basic needs are gratified but who do not continue to grow". Its symptoms are boredom, alienation, the sense of absurdity, valuelessness, meaninglessness, cynicism and *acedia*, that is spiritual sloth and indifference. Sloth, and particularly its more devastating forms, should in fact be predicated of the more affluent nations and individuals rather than of the poor. The same is true of parasitism, as we are witnessing in the conduct of the rich nations with respect to their own national environments as well as to the earth and its environs as a whole. Usually the poor, those on welfare, and the like have been regarded as parasites.

For Theobald the poor should be given enough money to have these basic econo-

mic needs fulfilled and the army of bureaucrats who try to make sure they work and behave decently should be abolished. He states that "to be poor is to have too little money. The immediate need is not for moral uplift, cultural refinements, extended education, retraining programs or make-work jobs, but more money. This is the belief of the advocates of the guaranteed income. This view is much too simple for the sophisticated defenders of the status quo, who argue that we must provide the poor with the skills which would enable them to earn an adequate wage but who ignore the fact that the majority of the poor cannot and should not hold jobs which would allow them to earn a decent wage." The real problem of man is not his alleged laziness but how to establish creative work, leisure and education modes, particularly in nations of abundance. In his judgment most people earnestly want to work at tasks which they believe are worthwhile even if there is no economic necessity for them to do so.

The cybernetic age requires that men and mankind cannot merely inherit but must freely create their futures. They must become self-actualizing, that is, future oriented or else they, individuals and nations, will become sick. It is in this context that today's abundance assumes its fullest meaning: man now has the material ability to provide all human beings with the goods and services required as the bases for total human development. We must create national and world social orders, ones in which there is a self-filling prophecy of optimism and trust in the free individual. The wealthy individuals and nations must have the courage and wisdom to announce to the world, says Theobald, the words of cartoon character Pogo: "We have met the enemy and they are we."



Larry Whelan in jumping gear

First year Arts student Larry Whelan joined the college's Skydiving Club and took his first jump this year. He started from idle curiosity, but now, unlike many new members who opt out after one jump, he is a confirmed skydiver. Here he tells of his first jump and the events that led to it.

He jumps for joy

Looking back to the beginning, I can't give one specific reason for joining the Loyola Skydiving Club. I had seen skydiving on television and read a few articles about the sport. Like all of us, I had wondered what it would be like to jump out of an airplane. When I attended the first meeting of the Loyola Skydiving Club last October it was purely out of curiosity. I never thought I would jump, but after hearing Robin Sutherland, the Club President, speak on some of the basics, plus tell us a few stories of his own experience, I was hooked.

During the six weeks that followed, we met once a week for four hours. Robin taught us everything we had to know to make sport parachuting safe and enjoyable. We were shown how to handle the equipment, to know every part of it, procedures for every and any problems we might encounter, as well as body position when leaving the plane, while in the air, and when hitting the ground.

The Saturday of our first jump was sunny and cold. We had been up late the night before because Robin had brought us up to St. Jérôme, (from where we were to jump), to pack our parachutes, so we would not have to wait for them in the morning.

Out of the 46 who started the course, there were approximately 30 there that day. I think most of us were nervous when we first got there— I know I was. But once we saw the other people jumping, everyone seemed excited and willing.

Everyone always asks me, "How did it feel?" It's hard, if not impossible, to answer that question. There were five of us, not including the pilot, kneeling on the floor of a very small Cessna. The pilot cut his engine at 2,500 feet and the jump master, Cathy, told me to get ready. I was first out. The wind was so strong I had trouble getting my foot out the door and onto the step outside the plane.

For the next fifty seconds everything was beautiful. The only thing I could hear was the sound of the plane in the distance. The crisp clean air, no distracting sound and the whole world laid out beneath me combined to give me a strange feeling of excitement. I say "strange" because at the same time I felt calm and relaxed as well.

My landing was similar to those of everyone else. I hit the ground hard but thanks to proper training it was without mishap.

Now people ask me: "Are you going to do it again?" Easy question to answer "YOU BET".

She thumbs for fun

by Rosalyn Heitner

Last summer, more than any in the past, students took to the road joining the phenomena known as "transient youth".

Of course, most returned to the classroom, leaving "experience" for the summer, and turning to "book learning" for the winter.

But for some, myself included, the transient remains throughout the winter, just waiting for the snow to melt in order to be back on the road again.

Being a student is advantageous to being a transient. It allows a more respectable answer to the driver's inquiry: "What do you do?" The non-student's replies of "push dope", "panhandle", or even worse, "nothing", are nowhere near as acceptable.

The possessions of the transient are minimal. You will always get by with very little, and also, the less you have, the more people give you.

I started out over-burdened— carrying more than the essentials of sleeping bag, jeans, T-shirts and toothbrush. I ended up loosing half my stuff and giving the rest away.

As far as bread goes, again not much is needed. I had \$25.00, which bought me a lot of bread (the edible kind), cheese and wine. It was not, however, enough to get me through the American border. You do need bread to show authorities when passing to the U.S. (remember "In Gold We Trust").



Rosalyn Heitner

By the time I reached Banff my pockets were empty, but thanks to communal living and a hostel (which 40 of us started and hundreds more joined) I could have continued to live free for quite a while.

Government hostels, however, are to be avoided— unless you don't mind the red tape, and the competition on the road the following morning (you can step out at 8:00 a.m. and find 100 other transients all thumbing a lift your way). The best hostels are run by young people themselves— such as those at Sault-Ste-Marie, and Banff.

Recounting personal experience is impossible; there were so many, and they have to be experienced to be truly understood.

What must be remembered, though, is that all it takes to experience the road, is a steady thumb, and freedom from material hang-ups. The rest comes by itself.

Things learned on the road cannot be learned in school. Being a "transient youth" is an experience apart, and as far as school red tape is concerned, sometimes it is necessary to keep it that way.

While being a student is a benefit for the transient, being a transient can have its drawbacks for the student— as I discovered upon listing my address on a library card as "transient", with "no fixed address." "Transient" at Loyola, I was informed, was not acceptable.

CAMPUS CENTRE STARTED

Opening Set for October

Loyola's \$650,000 Campus Centre should be ready for use at the beginning of the 1972/73 academic year. College president, Father Patrick G. Malone, announced the scheduled opening date when he and alumni president Brian O'Neill Gallery turned the first turf at the Centre site in the ground breaking ceremony on December 14.

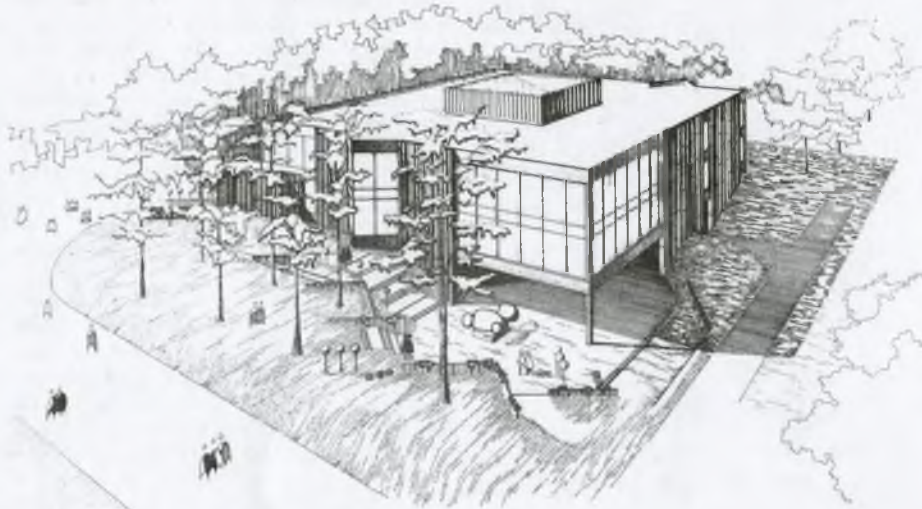
Major construction on the 23,000 square feet, three storied air conditioned building will start in the spring. It will be located to the north of the Vanier Library on land presently used as a car park.

Architect Marc Cinq Mars, who also designed the Bryan Building, has endeavoured to create a harmony between the new structure and its neighbour. Its shell will be an almost unbroken square, but with exterior walls carrying a similar vertical development as the library and the Bryan Building.

Interior walls will mostly run diagonally to the outer structure, creating interest and reducing costly corridor space within the building.

Several areas in the Centre have been designed with multi-purpose functions in mind. The main floor will house a snack bar (replacing the canteen which will possibly be demolished) that will convert into a dance floor.

Off this room will be an intimate lounge space decorated to give a pub atmosphere. It will serve as a bar on special occasions. The same floor will contain a kitchen, offices and a meeting room with folding walls that will enable it to be partitioned into two or three smaller rooms. It will have a projection booth and sound system for movies and could also be used for small painting or photography exhibitions.



Architect's depiction of Loyola's Campus Centre

The upper floor will have a large, irregularly shaped, carpeted lounge overlooking the open-ceilinged snack bar, and a smaller "quiet lounge" with easy chairs, for reading— or listening to recorded music through a specially incorporated headphone system. This floor will also have wall space suitable for art exhibitions.

The ground floor will include a games room with equipment for table tennis, billiards and darts available for use at modest cost. On the same level there will be a workshop where students may work on stage props, carnival projects and the like.

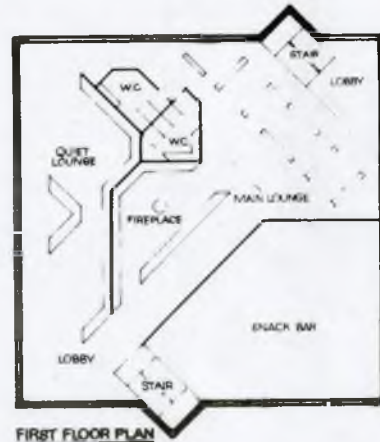
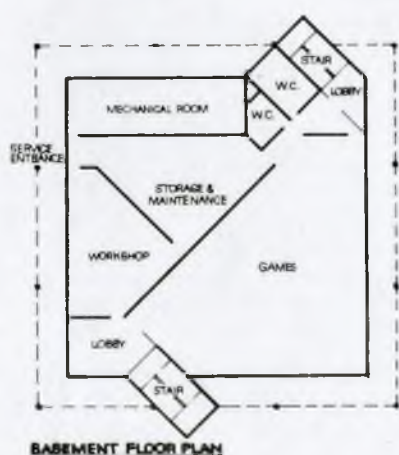
Still under discussion is landscaping around the building. The architects have suggested a sunken garden, at the games room level, for summer use as an outdoor

café. Mr. Andy Woodcock, chairman of the Campus Centre Committee, says that the idea may have to be vetoed because of cost.

A long study program which investigated every facet of having a Campus Centre at Loyola, resulted in the design of the Centre and its site, judged as the "simplest and most comfortable on the campus for the Centre."

Several years ago advanced drawings were prepared for a centre costing \$2,225,000, but a change in Quebec's financing attitude brought the project to a halt.

Reconsidered on a smaller scale, it is now being financed by the student body (who have already contributed \$240,000), the college, and alumni who have spotlighted the Centre as the major support project of their current \$75,000 fund drive.



Sports: Loyola wants YOU in '72

Perhaps you did "Join the Fun in '71" at the Athletic Complex. But whether you did or not the new refrain is "We Want you in '72".

Much is happening and there are still opportunities to get involved, or to learn a new activity.

The best bets are the two latest activities. One is Aikido— a Japanese form of self-defense, less physical than Karate or Judo, and once an exclusive activity of the Japanese nobility.

You can learn this discipline, also termed as dynamic Yoga, every Monday night at 7:00 p.m. at the Athletic Complex. Since the Aikido club got underway just prior to Christmas it is not too late to get in at the beginning.

The second new activity is not only new to Loyola but also relatively new to the Western World. It is Tai-Chi-Chuan, a form of meditation in motion, in which the student learns a series of 108 movements.

These movements have been handed down from the 14th Century Taoist Monks, who devised them to activate muscles stilled through long hours of contemplation and who named them such delightful names as "To Ride Tiger" and "Part the Wild Horse's Mane".

A Tai-Chi demonstration will take place Thursday, January 6, at 12 noon in the gymnasium of the Athletic Complex. The first session will be Tuesday, January 11 at 5:00 p.m. in the Combatives Room of the Complex.

The following is a brief list of the other Co-Ed Activities offered:

Archery — Sundays 7-11 p.m. Resumes Sunday, January 9th.

Badminton — Thursdays 8:15-10:45 p.m. (Racquets provided). Resumes January 13th.

Curling — Wednesdays 4-6 p.m. Montreal West Curling Club. Recruits needed; we hope to initiate a regular Wednesdays Curling League; resumes Wednesday, January 15th. See Mrs. Boland in Athletic Complex if you are interested.

Fencing — Tuesdays, 7-9:30 p.m. Faculty Dining Room.

Judo & Karate — Tuesdays & Thursdays 1-3 p.m. Loyola Gymnasium.

Modern Dance — Tuesdays & Thursdays 5-6:30 p.m. Foyer of F. C. Smith Auditorium.

Skating — Mondays 11-12 noon & Friday 12-1 p.m. Bodies needed.

Swimming — Mondays 8:30-9:30 p.m. N.D.G. Community Centre. Interested in

new participants.

Table-Tennis — Wednesday 5-8:30 p.m. Trenholme Park Gymnasium.

Yoga — Wednesdays 4:30 -5:45 p.m. Combatives Room of Athletic Complex.

Women's Intramurals

Hockey is at the half-way point with Snoopies and Zeta Tau waging a battle for first place. An All-Star Team is to be selected from the Intramural League next week and these All-Stars will represent Loyola in an Invitational Tournament at MacDonald College. They will also participate in our own Loyola Invitational at the end of February against Ryerson from Toronto, Cornell University and McGill.

The Basketball league draws to a close with play-offs this week. Volleyball will then take over in the Tuesday & Thursday 12-1 slot. Any girls interested in playing intramural Volleyball are asked to submit their names to Mrs. Boland by Friday, January 4th at 4:00 p.m.

Other intramural notes

There will be an intramural badminton tournament on Wednesday January 19 at 8:00 p.m. This tournament will be a deciding factor in selecting our representatives for the QUAA Tournament at the University of Sherbrooke.

Varsity Teams

The Tommy Basketball and Volleyball Teams are not setting the league on fire, but both teams are improving and hoping to take a few people by surprise in the New Year.

The Cheerleaders are lugging a few bass drums between the rink and the gym and are doing their utmost to beat up a little spirit.

The Loyola Majorettes have had a busy Christmas season performing at the Children's Christmas party and at Loyola's Centennial Basketball Tournament. Their next performance will be Friday, January 14th when Plattsburg plays the Loyola Warriors.

Men's Intramurals

The broomball, hockey, and basketball leagues are continuing after Christmas, with play-offs scheduled for the end of February.

Intramural Championship Tournaments will be held for Table Tennis, Boxing, Indoor Soccer, Volleyball and weightlifting. For information regarding dates of these tournaments please contact Mr. Konchalski at the Athletic Complex.

No Canada sans Québec — Réal Caouette

by Doris Hould.

Social Credit Leader Réal Caouette, reaffirmed his position as an ardent federalist when he spoke in the F. C. Smith Auditorium during his visit to Loyola in December.

"I cannot see Canada without Quebec, not Quebec without Canada," he told the small audience who turned up to hear him. Mr. Caouette said he felt this way because of both cultural and economic reasons.

Commenting on his own background, Mr. Caouette said that he was the son of a staunch Liberal, whose father, grandfather, etc., in turn had been Liberals.

Consequently he too had become a Liberal in his youth but he changed parties, choosing Social Credit, when he became incensed by the fact that "the government had had no problem in getting money for people to join the army when the second world war broke out, but as soon as there was peace, the government said it was broke."

However, he emphasized that he was not a socialist. A socialist is "a man who is willing to share what belongs to others but not willing to share his own belongings," he said, adding that freedom is not found in socialism, citing Russia and Czechoslovakia as examples.

Mr. Caouette stated that although Quebec would like monetary security, it could not have freedom and security too. "Taking from the 'haves' to give to the 'have-nots' would result in no more 'haves'," said the Creditiste chief.

Mr. Caouette ended his half hour speech by quoting the late President Kennedy's famous line "Ask not what your country can do for you but ask what you can do for your country."

NEEDED

Girls to represent Loyola in a QUAA Broomball Tournament to be held at the University of Montreal Friday, January 21. See Mrs. Boland.

Four girls to represent Loyola at the QUAA Curling Championships to be held at MacDonald College, February 11 and 12.

Two male Cheerleaders to inject a little life into Loyola fans. Some gymnastic experience preferred. Please see Mrs. Boland.



Elizabeth Haughey conducting the Loyola Orchestra

Music: A fragile note

by Fr. William Browne

Music at Loyola might be described as a fragrant but fragile flower, or perhaps better as a garden where flourish some small bushes while here and there we find wilted and withered remains of what once were promising blossoms.

After 75 years of existence, Loyola can be proud of a fine choral society and one of the best amateur orchestras in Montreal. Yet these healthy plants might perish from frost overnight. There are no Loyola students at the moment enrolled in the orchestra and not more than twenty per cent of the choral society come from the students taking courses at Loyola. Not a single music course is offered on the university level and only one on the CEGEP level. It is certainly strange that the Jesuits who were so influential in giving direction to Western music and drama in the sixteenth century should have let things slide so badly. From the calendar of Loyola College published in 1896 we read that students paid \$200 for tuition, board and laundry and \$40 for music if desired. Not many years after its establishment the college hired Mr. Paul Drouin who came daily to teach the students piano, trumpet, clarinet, violin and direct a choir. For years and years he dedicated himself to the task until retirement.

In 1961 a young doctor of music was employed by Loyola, Gaston Allaire, who began a choir, a band, a brass quintet, a clarinet quintet and a madrigal group, built up music books in the library and gave an academic course on the college level. He worked under incredibly bad conditions, for a couple of years his rehearsal room was an overheated, rat-infested bathroom in the abandoned athletic complex. Dr. Allaire left in 1967 and Loyola has never recovered from the loss. The brass quintet, clarinet quintet and madrigal singers have since disappeared from the campus, there is no instruction in brass or woodwinds, the band limps along, (first under Mr. Henry Rzepus and now under Dr. Thomas Legrady), on a day to day basis. There are no piano lessons and no decent facilities for practice of

instruments. The one music listening room we have is really multi-purpose, being used for piano practice, dance rehearsals for musical productions sponsored by Loyola Music Theatre (who operate from a windowless room measuring 14 by 14 feet), and so on.

Despite all difficulties, the choral society, formed by Dr. Legrady and now directed by Mrs. Jean Sult, has grown in numbers since its inception in 1966, and has certainly improved in quality, though there is great need for male voices. The high point in Loyola's cultural life was reached in the spring of 1971 when the choral society sang the "Requiem" of Gabriel Faure and the "Gloria" by Vivaldi with orchestra. In March 1972 the choir plans to sing a mass by Mozart with small orchestra. On Dec. 3 last, the choral society presented a Café Concert to capacity audience in Hingston Hall. The program was light and delightful, a real fun concert that was warmly received. From the opening number, "Winter Wonderland", through "Fiddler on the Roof", to "San Jose", the program moved from one pleasant and familiar song to the next. Perhaps there was a certain tendency to sing flat but given the exhaustion most experience around Christmas, this was understandable.

Dec. 6 saw another first for Loyola—a piano concerto with orchestra. Miss Elizabeth Haughey who conducts the Loyola orchestra (begun under Mr. Henry Rzepus in 1967 with marvellous assistance from Mr. Irving Mandel (a Montreal musician) played Mozart's Piano Concerto number 23 to a very large and responsive audience. The performance was memorable for its clarity and smoothness. At times the orchestra was not as tightly knit as it should have been, a criticism that might be made of the other numbers on the program, "Overture to Hansel and Gretel", "The Moldau" and "Italian Symphony." However, Loyola can be happy to have the finest amateur orchestra of its kind in Montreal.

Unfortunately there are serious problems relating to Music at Loyola but in the

larger context of music in the Province of Quebec, and indeed of Canada, we all have a great deal of thinking and working ahead of us if music is to have the place it should have for us today as it had for the great Greeks of the ancient past—a place at the centre of education. "Achoreutos, apaideutos" wrote Plato. "He who cannot take his place in the chorus (to dance and sing in the plays) is only half-educated."

DUO

The past and present had an odd confrontation in the Smith Auditorium on November 28-29. The occasion was the satirical revue, Duo, presented by Paula Spirdakos and Harry Hill.

A small-cast, original revue, is one form of theatre that until now has been missing in a year where one production after another has appeared and disappeared, sometimes too quickly. Luckily, Duo was not only delightful, but was a whole history of the British and American revue over the last forty years. The sketches were certainly miscellaneous, but not all of them were based on good material.

Only one, Sublimation, a Freudian song, had anything like verbal wit. Other sketches such as one about a Dial-a-Private service, and At the Symphony, a wordless satire on audience behaviour, contained good ideas for comic situations. Musical wit, however, was abundant in a long music lecture that held together the first half of the evening.

I had a disconcerting impression that I was watching a show that ranged from Noel Coward in the 30's to somewhere beyond Second City and Beyond the Fringe.

Can you imagine Gertrude Lawrence, Victor Borge, and Elaine May all together in some absurd dream, and later being joined by a Scottish laird doing his party piece on New Year's Eve.

And yet somehow it all hung together, because of the two people who not only performed, but performed together, energetically and happily. Mr. Hill provided the continuity; no matter what part he was playing he still looked like someone's well-loved teddy bear gone to seed. Miss Spirdakos provided the quicksilver changes in voice and movement that immediately establish character, and kept me wondering what would come next.

Even when the material was flat, these performers knew how to flesh out a line with an eyebrow or a hand, and make it seem funnier. And in a little scene about the aggression games of a married couple they raised more sympathy than laughter.

Miss Spirdakos and Mr. Hill are polished and likeable performers who know how to interact and support one another, and I hope that we will see them again.

John Blacklock

Research: It should begin at home

The article on this page is part of a brief delivered by Academic Vice-President Dr. Joseph Burke to the Commission studying the rationalization of university research.

Wilson Mizner once wrote: "When you steal from one author, it's plagiarism; if you steal from many, it's research." Yet students, professors, and administrators interested in borrowing published ideas in Canada on how to reform their universities could never be convicted of more than petty larceny, for they will find little to steal. The interests of researchers follow a modern variation of Newton's Law. The energy put into research projects seems in proportion to their distance from the university and its problems. The scholarly activity generated by the fruit fly and the medieval lyric dwarfs that aroused by subjects such as what the university should teach, how it should teach it, and for what purpose. Apparently, most Canadian professors would rather perish than publish on such subjects.

Why does this anomaly exist and persist? Why do professors tend to research every conceivable subject but the problems which confront them every day in their university. The answer is simple.



Dr. Burke

Studying other people's problems is always more attractive than looking at our own. Also prestige, promotion, and pay go to faculty who publish within their specialty. Research grants and fellowships are awarded by specialists, to specialists, for specialized studies. Specialization has been pushed to such extremes that the rewards for research come in inverse proportion to the size of the subject researched. Research grants still flow most freely within the boundaries of the traditional disciplines. Few grants are directed toward studying and solving the peculiar problems of learning within the university.

The lack of research and support is no indication of an absence of problems within the university. Its curriculum is condemned, its grading practices challenged, and its teaching methods criticized. The old image of the university as a moated castle from which researchers sally forth to combat the real and imagined dragons of the outside world dies a hard death. But all of us can no longer ignore the growing evidence that the "castle" is in trouble. Its walls are crumbling, its inhabitants are fighting each other, and its battlements are besieged by angry taxpayers, economy minded politicians, and

RECOMMENDATIONS . . .

In his brief Dr. Burke made a number of recommendations to the Commission. Here we print those he considers of major importance.

- "1. One issue of *University Affairs* each year should be devoted to brief descriptions of existing projects and proposals on curricula, teaching and learning methods, grading practices, etc.
2. To accomplish the above, officials of all member institutions of A.U.C.C. should be encouraged to inform the central office of all such projects on their campus and copies of all reports should be filed with the A.U.C.C. Such copies could be furnished to university groups on request for the price of reproduction.
3. Support for the *Canadian Journal of Higher Education* which hopefully will publish articles and review books on the principles and practices of university education in Canada and other countries. Federal funding should be sought for this journal.
4. Creation of a third research council — a Council of Higher Education on a par with the Canada Council and the National Research Council to fund research projects in higher education submitted by professors, students and administrators.
5. Programs, along the lines of the 'Opportunities for Youth', should be established by the Federal and Provincial Governments to encourage and support specific student research projects in higher education.
6. A federal task force (composed of equal numbers of students, faculty and administrators) should be appointed to study the problems of Canadian universities and to propose ways and means of solving them. Provincial task forces of the same composition should investigate the unique problems in higher education of each province.
7. The Canadian Association of University Teachers should be requested to formulate a 'model' method of faculty evaluation of faculty teaching effectiveness.
8. While this committee should encourage research into every conceivable field of study, it should not fail to remind granting agencies and working scholars, that research, like charity, should begin at home with the university and its problems."

caustic critics. Universities must solve their own problems or governments will impose on them unacceptable "solutions". All those within the university admit the truth of this statement, but few appear willing to collect the needed data and information or seek the requisite financial support to find acceptable solutions to the problems of higher education.

If universities are to study and solve their own problems, two things are necessary: firstly, some means must be found of reversing the popular impression that studies of teaching and learning in higher education are unworthy of support and publication; secondly, some method must be discovered of interesting those interested in university reform of the work being done in other universities. The first might be achieved by borrowing a page from the legitimization of other new areas of research. New research fields came of age when their exponents established journals to publish their ideas and found granting agencies to help finance their studies. What scholars would continue to feel the pangs of illegitimacy, if their research is supported and their conclusions published? The second change could be accomplished by using some national educational organization as a central clearing-house for collecting and disseminating data and information concerning research in the field of teaching and learning within the university.

One group which has tried to bridge this communications gap is students. In university after university, students are launching studies of present practices and proposing reforms in teaching and learning methods. The research of students in the field of university reform appears to place them far ahead of their colleagues in the faculty and administration. While administrators and faculty are often diverted from problems of teaching and learning, students have a personal stake in their swift solution. These student efforts need financial support from funding agencies and open endorsement from administration and faculty.

Some means of co-ordinating and publicizing the present isolated efforts in university research must be implemented in order that all workers in this field can profit from the experience of others instead of being doomed to repeat the same false starts and costly mistakes. To my mind, no field of research is more in need of rationalization than studies of reform in higher education. But more is needed than a rationalization of the present research in this area. Research priorities in Canada must be rearranged to give a more favourable place to university research. A crash program of research into university problems must be launched immediately. All should understand that a "crash program" means a "cash program". Such a program should guarantee that research into university problems would receive a level of funding comparable to that granted to the various academic disciplines.

CALENDAR OF EVENTS

TO JANUARY 31st, 1972

LOYOLA OF MONTREAL

Jan. 5 — Loyola Film Series — "Open City"
produced by Roberto Rossellini
Starring Anna Magnani
Time: 6:00 and 8:00 p.m.
Place: F.C. Smith Auditorium

Jan. 6 — Département d'études française
— films pour le cours 228.
"Paul Emile Borduas" la vie et l'oeuvre
de ce peintre canadien
"Voir Pellan" peintre canadien Alfred
Pellan
"Québec en silence" l'histoire du
peintre canadien Jean-Paul Lemieux.
These three films are in colour.
Time: 4:00 p.m.
Place: F. C. Smith Auditorium

Jan. 8 — Varsity Basketball —
Laval vs. Loyola
Time: 2:00 p.m.
Place: Home

Jan. 10 — Loyola Film Series —
"Pastille de Compagne"
Jean Renoir; plus a second Renoir
film (not yet announced)
Time: 6:00 p.m.
Place: F.C. Smith Auditorium

Jan. 11 — Varsity Hockey —
Royal Military College vs Loyola
Time: 8:00 p.m.
Place: Home

Jan. 12 — Loyola Film Series - Fellini
double bill
"The White Sheik" (1951) Starring Al-
berto Sordi.
Time: 6:00 p.m. and 9:00 p.m.
Place: F. C. Smith Auditorium
"La Strada" (1954) Starring Julietta
Massina and Anthony Quinn.
Time: 7:30 p.m.
Place: F. C. Smith Auditorium

Jan. 12 — Junior Varsity Basketball —
College Militaire Royal vs Loyola
Time: 8:00 p.m.
Place: Home

Jan. 13 — Chopin Recital —
Rafael Alcolado, pianist
Time: 8:30 p.m.
Place: F. C. Smith Auditorium
Admission: \$1.00

Jan. 14 — Junior Varsity Basketball
State University of New York at Platts-
burgh vs. Loyola
Time: 6:15 p.m.
Place: Athletic Complex - Loyola

Jan. 15 — Varsity Hockey —
McGill University vs. Loyola
Time: 2:00 p.m.
Place: Athletic Complex

Jan. 15 — Varsity Basketball —
University of Laval vs. Loyola
Time: 3:00 p.m.
Place: Athletic Complex

Jan. 17 — Women's Basketball —
Sir George Williams vs. Loyola
Time: 6:45 p.m.
Place: Athletic Complex

Jan. 17 — Loyola Film Series
Renoir Film — title and details not yet
available

Jan. 18 — Women's Basketball —
Sir George Williams vs. Loyola
Time: 6:45 p.m.
Place: Athletic Complex

Jan. 18 — Varsity Basketball —
New Haven College vs. Loyola
Time: 8:00 p.m.
Place: Athletic Complex

Jan. 18 — Health Education Program —
Venereal Disease — discussion led by
Dr. David Rhea, gynecologist at the
Montreal General Hospital and the
Catherine Booth Hospital.
Time: 7:30 p.m.
Place: Vanier Auditorium

Jan. 19 — Junior Varsity Hockey —
Macdonald College vs Loyola
Time: 6:00 p.m.
Place: Athletic Complex

Jan. 19 — Business Symposium sponsored
by the Loyola Commerce students
Time: 9:30 a.m. throughout the day
Place: F.C. Smith Auditorium
Guest speakers to be announced.

Jan. 20 — Loyola Film Series
Fellini's "8 1/2" (1963) starring Mar-
cello Mastroianni and Anouk Aimé
Time: 6:00 and 8:00 p.m.
Place: F. C. Smith Auditorium



*Mrs. Gladys Lennox, co-ordinator of the
health education program which starts
January 18 (see front page). She can be
contacted through Student Health Ser-
vices' office in the Centennial Building.*

Jan. 21 — Junior Varsity Hockey —
University of Montreal vs. Loyola
Time: 6:30 p.m.
Place: Athletic Complex

Jan. 24 — Loyola Film Series — Renoir
films representative of his "Hollywood
period"
"The Southerner" (1945) starring Za-
chary Scott and Betty Field.
Time: 6:00 and 9:00 p.m.

"The Woman on the Beach" (1946)
starring Joan Bennet and Robert Ryan
Time: 7:45 p.m.
Place: F. C. Smith Auditorium

Jan. 25 — Health Education Program
Venereal Disease — discussion led by
Dr. David Ackman, urologist at the
Montreal General Hospital
Time: 7:30 p.m.
Place: Vanier Auditorium

Jan. 25, 26, 28, 29, 30 & 31 — Loyola
Theatre presents Hamlet directed by
Father Marc Gervais
Time: 8:15 p.m.
Place: F. C. Smith Auditorium
Admission: \$2.00 non-students and
\$1.25 students

Jan. 26 — Loyola Film Series
Fellini's "Satyricon" (1970)
Time: 3:30, 6:00 and 8:30 p.m.
Place: F. C. Smith Auditorium

Jan. 27 — McGill Martlets — Madrigel
Music. Conductor: Jeanne Sult
Time: 8:30 p.m.
Place: Loyola Chapel
Admission: \$1.00 non-students;
.50 students

Jan. 29 — Varsity Hockey
Bishop's University vs. Loyola
Time: 2:30 p.m.
Place: Athletic Complex

Jan. 30 — Varsity Basketball
Queen's, New York vs. Loyola
Time: 2:00 p.m.
Place: Athletic Complex

Jan. 31 — Loyola Film Series double:
René Clair "Le Million" (1931)
Time: 3:00, 6:00 and 9:15 p.m.
"La Beauté du Diable" (1950) starring
Gérard Philp and Michel Simon
Time: 4:30 and 7:45 p.m.
Place: Vanier Auditorium

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